PROCESSING PROGRAM SPECIALIST

Role Summary

The Program Specialist role consists of two grade levels (11-12). Work involves the performance of technical, and/or professional duties to facilitate the work of the bureau. Incumbents are responsible for account, document, and remittance management and maintenance. Incumbents coordinate program activities with the unit managers, bureau chief, division administrator; monitor resource allocations; evaluate the effectiveness of policies, procedures, and desktop instructions; serve on committees; and provide information to the public. Incumbents are also responsible for analyzing, planning, organizing, testing, implementing, and measuring efficiencies for data capture/remittance activities. Primary contacts are with the unit managers, bureau chief, division administrator, auditors, revenue enforcement agents, other department staff, and internal/external customers.

Working Conditions

Work often involves high stress situations due to peak processing season, work deadlines, and volume. Due to peak processing seasons, incumbent may work in excess of 40 hours per week, which may include evenings and weekends. Some situations encountered may be of high pressure and stress due to customer contacts. Work often involves extensive use of computer and keyboard.

Education and Experience

- Grade 11: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to graduation from high school and post-secondary coursework in business administration with three years of administrative, technical, or clerical experience; or remittance processing technologies experience; or accounting and financial reconciliation experience, including advanced computer skills. Other combinations of education and experience will be evaluated on an individual basis.

- Grade 12: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to graduation from high school and post-secondary coursework in business administration with four years of administrative, technical, or clerical experience; or remittance processing technologies experience; or accounting and financial reconciliation experience, including advanced computer skills. Other combinations of education and experience will be evaluated on an individual basis.

Department Core Competencies

In addition to the role specific competencies, there are four, department core competencies that all employees are expected to successfully achieve. These are:

- *Interpersonal Skills:* Builds constructive and effective relationships with internal and external customers and is committed to meeting customer needs in a timely and accurate manner. Listens actively and attentively and demonstrates an appreciation of other perspectives. Builds the appropriate rapport required to do business. Openly demonstrates an understanding of and respect for the value of co-workers' contributions to the department mission.

- *Decision-Making and Accountability*: Considers the department's vision, mission, and values in making decisions and taking actions. Identifies and considers possible alternatives before making decisions. Bases decisions on achieving desired outcomes pursuant to the departmental business plan or management direction. Uses a combination of analysis, experience, and sound judgment that results in fairness and consistency, while being accountable for actions. When serious ethical issues are at stake, takes all necessary actions.

- *Commitment to Continuous Improvement*: Ability and willingness to continually seek greater efficiency in agency programs, is results driven, and meets changing requirements in work or direction. Adapts to changing conditions and work responsibilities. Accepts constructive criticism and suggestions and uses them to improve performance.

- *Personal and Work Ethics*: Creates own measures of excellence, and practices what he/she promotes. Sets goals that provide challenges and measures goal attainment regularly. Displays a contagious optimism about the work to be done. Goes beyond traditional ways to address issues despite obstacles or resistance. Is able to generate ideas, fresh perspectives, and original approaches and engages in open-minded thinking. Employs strategies to promote ideas and proposals to increase probability of acceptance. Mentors others to improve the performance necessary to achieve success. Reflects a belief that the results achieved are a direct result of his/her personal decisions and actions.

Grade Levels
Each grade level lists the essential duties that describe work performed 50 percent or more of the time (predominant work). Established work plans identify day-to-day tasks.

At Grade 11 and above, all incumbents:
- Communicate with internal and external business partners on accuracy of data elements required for tax account registration, tax return or payment processing; identify and recommend solutions
- Verify data, review for errors, resolve and reconcile data
- Work in various computer systems and be familiar with various software programs
- Provide support, mentorship, and backup to unit members
- Maintain and update desktop instructions for duties/tasks specific to the unit or as assigned
- Accurately and timely process GenTax work items as submitted by department staff or automatically created by GenTax batch processing
- Test new processes (examples: tax form changes, payment coupons) or system changes (example: GenTax system updates) as assigned.
- Update workplans for special tax account and/or payment processing projects as assigned

Grade 11
Predominant/Essential Duties
Pre-Registration/Registration
- Accurately maintain, update or add taxpayer account information (examples: name, address, customer and/or account attributes, profiles/locations, CRM notes, links, indicators, etc.) as submitted on paper documents, including registration forms, or electronically filed tax returns via registration functions in GenTax for *all* of the account or tax types processed in GenTax; resolve problems with specific account types (examples of CLT: filing period maintenance, subsidiary corporation; examples of IIT: correction of social security numbers, linking or

unlinking taxpayers; examples of WTH: ceasing accounts, correcting payment frequency) through research on GenTax or through business experts

Payments
- Perform and understand overall payment processing for the department including wire payments, NSF and returned ACH transactions, creation of SABHRS journals, trouble shooting and resolving payment problems, and conducting research to unsuspend problem payments for all tax/account types. Perform and understand overall processing of payments for other agencies. Reconcile daily department payment records with daily treasury deposits, SABHRS transactions, and state bank deposits.
- Work closely with department accounting staff to resolve discrepancies
- Accountable to State Treasurer for monies deposited in the state bank account and reconciliation of money posted to the department's accounting system with the Statewide Accounting, Budgeting, and Human Resource System (SABHRS) to assure proper posting to objects of revenue.

Grade 12
Predominant/Essential Duties
All
- Create, coordinate, and track project workplans for special tax account and/or payment processing projects as assigned by assigning priorities, monitoring progress, and establishing target deadlines
- Understand the business process flow of the bureau and work closely with bureau units to ensure accurate and timely processing. Identify roadblocks and recommend solutions to make the flow more efficient.
- Work closely with multiple work units in the department (collectors, auditors, examiners, call center, forms design, accounting).

Cashier Lead: leadworker responsible to perform and understand complex payment processing.
- Identify, research, and resolve payment problems working with State Treasury, department accounting staff, other agency's accounting staff, and GenTax business analysts.
- Accountable to State Treasurer for monies deposited in the state bank account and reconciliation of money posted to the department's accounting system with the Statewide Accounting, Budgeting, and Human Resource System (SABHRS) to assure proper posting to objects of revenue.
- Identify and make recommendations on accuracy of department daily reconciliation of funds processed; work closely with department accounting staff to reconcile discrepancies.
- Research, analyze, plan, organize, design, test, implement, and measure payment process solutions

Remittance Lead: leadworker responsible for processing payments through scanner remittance technology and troubleshooting equipment problems; processing errors and resolving problems/errors; and testing and implementing new payment processing technology.
- Act as leadworker over remittance processing hardware and/or software used by Department of Revenue to post payments to appropriate processing system; to create daily state treasury deposits; to create images of scanned payments and coupons.
- Research, analyze, plan, organize, design, test, implement, and measure remittance process solutions including but not limited to scanning, bar-coding, and payment/data warehousing.
- Strong working knowledge of imaging software, data file management and processing.
- Strong working knowledge of banking functions and reconciliation of various payment inputs and outputs.

<u>Registration Lead:</u> leadworker responsible to perform and understand complex customer and account registration processing for all tax account types of the department.
- Identify, research, and resolve registration problems working with department business experts, GenTax business analysts, and other department technical or business staff.
- Utilize knowledge of tax laws pertaining to registration to provide information to taxpayers of requirements.
- Advise and educate taxpayers and/or practicioners on proper methods and requirements for registration, tax return and payment submission.
- Research, analyze, plan, organize, design, test, implement, and measure registration process solutions.

Competencies and Degrees of Proficiency
The Competency/Proficiency Chart identifies the role specific competencies, degrees of proficiency, and guidance required for each grade level. Role specific competencies describe the knowledge, skills, and abilities required to perform the essential duties. The degrees of proficiency indicate the difficulty and/or complexity level of the tasks and assignments.

Competency/Proficiency Chart – Processing Program Specialist Role

Competencies	Grade 11 Minimal Guidance	Grade 12 Minimal Guidance
Demonstrated knowledge and skill of word processing, spreadsheet, database, and software applications/programs relative to the role.	C	C
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	B	C
Demonstrated knowledge of department business processes and ability to apply that knowledge effectively.	C	C
Demonstrated knowledge and effective application of federal/state statutes, administrative rules, and state policies and procedures relative to the role.	B	C
Demonstrated knowledge of bookkeeping methods and techniques.	C	C
Demonstrated general accounting knowledge.	B	C
Demonstrated knowledge and ability of mail, remittance, imaging, and data management processing technology and associated equipment.	B	C
Demonstrated skill and ability to work on multiple tasks.	B	C
Demonstrated knowledge and ability in conflict resolution techniques relative to the role.	B	B
Demonstrated the ability to think creatively and recommend innovative solutions.	B	C
Proactively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions, and results. Follow issues through to completion.	C	C
Demonstrated knowledge and skill in electronic media methods and techniques.	B	C
Demonstrated knowledge of registration and/or licensing requirements.	B	C
Demonstrated knowledge and ability of quality assurance/control methods and techniques.	B	C

Degree of Proficiency
A: A degree of knowledge, skill or ability commensurate with elementary-level tasks and assignments.
B: A degree of knowledge, skill or ability commensurate with intermediate-level tasks and assignments.
C: A degree of knowledge, skill or ability commensurate with advanced-level tasks and assignments.
D: An advanced degree of knowledge, skill or ability commensurate with considerable experience and the application of the competency to non-standard tasks and assignments.
E: The most advanced degree of knowledge, skill or ability evidencing complete mastery and understanding of the subject.